Oxford Cambridge and RSA

OCR-set Assignment

Sample Assessment Material

OCR Level 3 Certificate in Sustainability

Unit F228: Sustainability in practice

Scenario Title: Improving energy efficiency.

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The OCR administrative codes linked to this unit are:

- unit entry code F228
- certification code H082

The regulated qualification number linked to this unit is:

610/5293/0

Duration

About:

- 20 hours of supervised time (GLH)
  (work that must be completed under teacher supervised conditions)
- 5 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

All this material **can** be photocopied. Any photocopying will be done

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Information and instructions for teachers

Using this assignment

This assignment provides a key research question and set of related tasks that explore the opportunities and challenges for organisations in a chosen industry to improve their sustainability. Students are required to undertake a research project to explore this question within an industry. Students could choose an industry from the list given or an appropriate alternative.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 20 hours of supervised time and 5 hours of unsupervised time to complete. Students will need approximately:

- 5 hours to complete Task 1
- 7 hours to complete Task 2
- 8 hours to complete Task 3
- 5 hours to complete Task 4

You **must**:

- Use an OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the Sustainability **Student guide to NEA assignments before** they start the assignments.

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- Complete the **Teacher Observation Record** for **Task 5**. You **must** follow the guidance given when completing it.

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You **must not**:

- Use live OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the OCR-set assignments or assessment criteria.

Information for delivering tasks

Task	Requirements
General	Each student's research project needs to be individual to them and developed separately from the rest of the cohort. Students **could** choose to explore the same industry and use similar research objectives, but could for example, investigate different organisations, use different primary research methods or different sources of secondary data. There is no minimum or recommended word count for the sustainability research report however students' evidence **must** be in sufficient detail to meet the requirements of any assessment criteria achieved.
Task 1	Teachers **must** review the sustainability research project aims chosen by students to ensure that they are relevant for the assignment question and allow the opportunity to meet the requirements of the assessment criteria.
Task 4	The showcase must be delivered to a teacher. The showcase length **should** be 8-10 minutes.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Scenario title: Improving energy efficiency

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You will undertake a research project to answer the following sustainability research question:

- How do improvements in energy efficiency impact sustainability?

You must conduct your own research project where you collect and analyse your own data.

This data must be analysed to identify recommendations to improve the sustainable practices that affect or have an impact within a specific chosen industry which you will showcase at the end of your research.

Example industries may include:

- Agriculture
- Construction
- Engineering
- Finance
- Hospitality, tourism, retail, and leisure
- Manufacture
- Public services
- Utilities (electricity gas, water).

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Task 1
Creating a research plan

Topic Areas 1, 2 and 5 are assessed in this task.

The task is:

Plan your sustainability research project.

Choose an industry as the focus for your sustainability research project. You could use an industry from the list in the scenario or choose an appropriate industry of your own.

- Create research project aims which explore the sustainability issue given in the sustainability research question for the chosen industry.
- Identify how your data will be collected.

Your evidence **must** include:

- A section in your sustainability research project report.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Create research project aims appropriate for the sustainability research question within the chosen industry. (PO4)	**M1: Conduct** a literature review to explain how the sustainability research project aims are appropriate. (PO4)	**D1: Discuss** how the research methods chosen will achieve the sustainability research project aims including any ethical considerations, and how bias and errors have been minimised. (PO3)
P2: Use research to identify primary methods and secondary sources of data to be used. (PO4)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P1	• Students **must** create research project aims that are relevant for the sustainability research question provided. • To be appropriate the sustainability research project aims will be manageable, practical and on a suitable scale. • The chosen industry **must** be suitable for the task, examples of industries which could be used are provided in Topic Area 1.1 however this list is not definitive, and others could be chosen.
P2	• Students **must** use research to identify the research methods that will be used for collecting data. • The methods identified **must** be suitable and practical for the research project. • Students **must** provide details of the primary research that will be used including method, sampling methods and sample sizes. • Students **must** provide details of relevant sources of secondary data that will be used. • Students **must** identify enough research methods to collect data so effective analysis can take place later in the sustainability research project and students can evaluate different aspects of their project. This will vary depending on the students' sustainability research project aims. • Students **could** plan to collect qualitative data, quantitative data or both types of data. However, students do not have toto collect both types of data in order to access all of the criteria in the assignment.
M1	• Students **must** conduct a literature review to gain insight and understand the sustainability issues for the chosen industry, relevant to the sustainability research question. • The literature review does not need to be extensive, however **must** provide an explanation of the context of sustainability issues in the chosen industry and how these have informed the research project aims.
D1	• Students **must** discuss the choices made for the research methods. These choices **must** allow students to collect information needed to achieve their aims. Students **must** also consider the practicalities of collecting primary data in their local community (examples of factors to consider are provided in Topic Area 2.1). • Students **must** discuss how they have taken into account ethical considerations and how they plan to minimise potential bias and errors when collecting data.

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Advice:

- Remember to clearly reference any information used from books, websites, or other sources to support your evidence.

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Task 2
Data collection

Topic Areas 2, 3 and 5 are assessed in this task.

The task is:

Conduct the primary and secondary data collection based on your research plan in **Task 1**.

Your evidence **must** include:

- A section in your sustainability research project report.
- An appendix in your sustainability research project report with a sample of evidence from each research method used.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P3: Collect and record primary data appropriate for the sustainability research project aims (PO4)	**M2: Explain** the steps taken to ensure the reliability and validity of the research findings. (PO2)	**D2: Assess** the effectiveness of the research methods used in **P3** and **P4**. (PO3)
P4: Locate and extract secondary data appropriate for the sustainability research project aims. (PO4)		

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P3	• Students **must** evidence this criterion by including a sample of each research method used in an appendix at the end of the research project report. The sample of evidence **must** be clearly labelled with the relevant research method. An example of a sample of evidence could be a completed questionnaire, or interview transcript. There is no need to include all the data collected. • If interviews are used as a data collection method, then the Interview Authentication Form **must** be completed for any

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Assessment Criteria	Assessment guidance
	interview that takes place. • Students **could** collect data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to collect data via different methods.
P4	• Students **must** provide details of appropriate secondary data that will be used in this research. There is no need to include all the secondary data extracted, but it is important when it is used as part of analysis in Task 3 that it is clearly referenced. • Students **could** extract data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to extract data from different sources.
M2	• This criterion **could** be evidenced in the evaluation section of the sustainability research project report.
D2	• Students **must** assess how effective the research methods used in **P3** and **P4** were for collecting suitable data that can be used in the next stage of the research project. • This criterion **could** be evidenced in the evaluation section of the sustainability research project report.

Advice:

- Remember to clearly reference any information used from books, websites, or other sources to support your evidence.

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Task 3

Data analysis, conclusions, and recommendations

Topic Areas 1, 4 and 5 are assessed in this task.

The task is:

Process, present, and analyse the data collected in **Task 2** in order to draw conclusions and recommend improvements to sustainable practices.

Your evidence **must** include:

- A section in your sustainability research project report.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P5 Identify suitable methods to process data and present information. (PO2)	**M3: Justify** the methods used to process data and present information. (PO3)	**D3: Use** appropriate methods to process data effectively and present information accurately. (PO4)
P6: Describe how the primary and secondary data relates to the sustainability research project aims. (PO2)	**M4: Draw** concise conclusions that answer the sustainability research project aims. (PO3)	**D4: Discuss** the significance of the conclusions and recommendations within the chosen industry. (PO3)
P7: Analyse trends and patterns in the primary and secondary data. (PO3)	**M5: Explain** appropriate recommendations to improve sustainable practices within the chosen industry. (PO2)	

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P5	• Students **must** identify suitable methods for processing the data collected in **Task 2** and present information. • Students **could** evidence this criterion through a list of methods to use or by using the methods in their research

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Assessment Criteria	Assessment guidance
	project.
P6	• Students **must** describe how the data they have collected relate to the sustainability research project aims. • This **could** include whether the data collected relates partially or fully to the sustainability research project aims.
P7	• Students **could** use the content from Topic Area 4.2 to analyse their data.
M3	• Students **must** justify why particular methods were used to process data and display the information. • Students **must** have used methods to process data and present information for this criterion. It is not enough to just list them.
M4	• Students **must** use evidence from the data analysis in **P7** to draw conclusions. Conclusions **must** be relevant to the aims of the sustainability research project.
M5	• Students **must** explain recommendations that are relevant within the chosen industry. These **must** be informed by evidence from the primary and/or secondary data. • Recommendations require a clear description of actions that can be taken to improve sustainability.
D3	• Students **must** use appropriate methods to process the data collected in **Task 2** and present information. Students **must** be selective in the methods chosen. • Where included, students **must** process quantitative data correctly. • Where included, students **must** process qualitative data efficiently. • Students **must** present information accurately. • Students **could** use the methods in Topic Area 4.1.
D4	• The focus of significance **could** vary depending on the conclusions and recommendations. Significance could range from small scale consideration to larger scale considerations.

Advice:

- Remember to clearly reference any information used from books, websites, or other sources to support your evidence.

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Task 4

Deliver a showcase and evaluate the sustainability research project

Topic Areas 1, 2, 3, 4, 5 and 6 are assessed in this task.

The task is:

- Create a showcase for the sustainability research project.
- Deliver the showcase to an audience.
- Evaluate the sustainability research project.

Your evidence **must** include:

- A showcase of research findings.
- Teacher observation record form signed by you and your teacher.
- A section in your sustainability research project report.

Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P8: Create a showcase of research findings with appropriate content and design for the sustainability research project aims.
(PO4)</td><td rowspan="2">M6 Summarise findings and recommendations in the showcase, including information that raises awareness of sustainable practices within the chosen industry.
(PO2)</td><td rowspan="2"></td></tr>
<tr><td>P9: Deliver the showcase created in P8.
(PO4)</td></tr>
<tr><td>P10: Describe the strengths and weaknesses of the sustainability research project.
(PO2)</td><td rowspan="3">M7: Evaluate the outcome of the sustainability research project.
(PO3)</td><td rowspan="3">D5: Discuss potential improvements to the sustainability research project.
(PO3)</td></tr>
<tr><td>P11: Explain how your recommendations could be applied to one other industry. (PO2)</td></tr>
<tr><td>P12: Explain how the sustainability research project raised awareness of the importance of sustainability within the chosen industry.
(PO2)</td></tr>
</table>

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P8	• Before creating their showcase, students will need to decide on an appropriate showcase format. Topic Area 5.2 includes examples of showcase formats. However, this is not an exhaustive list, and students **could** choose an alternative appropriate format. • Students **must** create a showcase which is appropriately designed, and the content of the showcase must be related to the sustainability research project aims. Topic Area 5.2 includes showcase considerations relating to design. • To confirm assessment decisions, the OCR assessor will need to consider the appropriateness of the showcase design. Therefore, students **must** provide suitable evidence in the form of, for example, a slide deck, screenshots, photographs, screen recordings, presentation notes, a script, supporting visual stimuli.
P9	• The showcase **must** be delivered to an audience. The duration of students' showcases **should** be 8-10 minutes. • Students **must** deliver the showcase content using the techniques for communication in Topic Area 5.2. To confirm assessment decisions, the OCR assessor will need to consider students' use of techniques for communication. Centres must provide a Teacher Observation Record (TOR) Form for each student to evidence they have met this criterion. Students must also read and sign the teacher observation record form. The criterion is achieved if students demonstrate at least **three** of the techniques for communication.
P10	• There is no assessment guidance for this criterion.
P11	• Students must explain how the recommendations in their sustainability research project could be applied to another common industry. Examples of common industries are given in Topic Area 1.1.
P12	• There is no assessment guidance for this criterion.
M6	• There is no assessment guidance for this criterion.
M7	• There is no assessment guidance for this criterion.
D5	• There is no assessment guidance for this criterion.

Advice:

- Remember to clearly reference any information used from books, websites, or other sources to support your evidence.

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Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

OCR Level 3 Certificate in Sustainability

Unit number:	F228
Unit title:	Sustainability in practice
Task number:	4
Task title:	Deliver a showcase and evaluate the sustainability research project

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	

The **teacher** fills in this section:

What Assessment Criteria does this activity relate to? P9: Deliver the showcase created in P8.	
How does the activity meet the requirements of the Assessment Criteria? You **must** describe how the student has demonstrated at least three of the techniques for communication.	
Teacher's name:	
Teacher's signature:	
Date:	

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The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	
Date:	

Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:
- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:
- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed.
- sign and date the form as evidence of agreement.

The form **must**:
- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

The form **must not**:
- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

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Interview Authentication Form

Student name:	
Qualification:	OCR Level 3 Certificate in Sustainability
Unit number and title:	F228
	Sustainability in practice
Task:	**Task title:** Data collection
	Task number: 2

This form must be attached to the student's evidence for assessment purposes.

Student declaration

Interview information (complete this to say who you interviewed, when and where)

I confirm that I completed this interview with the individual above and that my interview notes are a true record of this.

Student signature **Date**

D D M M Y Y Y Y

Teacher declaration

I have authenticated the student's interview and am satisfied (to the best of my knowledge) that the interview was conducted by the student and is solely their own work.

Teachers signature **Date**

D D M M Y Y Y Y

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding

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Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used.
- subject specific words drawn from the unit content.

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